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ANTY 550.01: Archaeological Seminar

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ANTHROPOLOGY 550

ARCHAEOLOGY SEMINAR, FALL 2013

Class: Fridays, 2:10-5:00, Social Science 252

Instructor: Doug MacDonald, Associate Professor, Department of Anthropology, University of Montana

Office Hours: Social Science 216, MWF 1:10-2:00; 406-243-5814; douglas.macdonald@umontana.edu

Course Description & Learning Outcomes

ANTY 550—ARCHAEOLOGY SEMINAR—will teach students theories and methods important in the interpretation of prehistoric archaeological sites in western North America. This is a seminar, primarily consisting of student-led discussions on weekly topics. SECTION 1 (Weeks 1-5) focuses on important archaeological theories. SECTION 2 (Weeks 6-8) focuses on methods of archaeological analysis. SECTION 3 (Weeks 9-14) focuses on the use of method and theory in the interpretation of important archaeological research problems. SECTION 4 (Week 16) is reserved for final presentations. Our goal is to provide students with a solid foundation in method and theory to facilitate future archaeological research, including completion of theses and dissertations. When possible, we will try to spend the final hour of each class refining student thesis and dissertation topics.

Course Requirements

Each week, a group of 3-4 graduate students will lead our discussion. Students should provide brief summaries of the weekly readings, as well as thoughtful critique and observations to stimulate discussion. Students will be evaluated on their ability to both accurately summarize readings and effectively direct seminar discussion. All students are expected to participate in these weekly discussions. Over the course of the semester, each student will lead four class sessions (approximately every third week). For each reading, students will prepare a 1-page (no more!) written summary of their article/topic to be distributed to students for the week. These four 1-page summaries and presentations are worth 25 points each, for a total of **100 points**. Attendance/participation is worth another **50 points**. To receive maximum participation credit, I encourage students to attend class, keep up on readings and actively engage in class discussions.

Students will also prepare a 20-25-page paper (**125 points**) and a visual presentation (**25 points**) to be presented to class at the end of the semester. The visual presentations are intended to provide students with experience in preparing and presenting conference-style papers. Each student's paper will cover a major archaeological issue, such as "Anasazi Abandonment of the American Southwest" or "Bison Hunting Complexity". Students will use one or more theoretical perspectives from class (or another from outside class) to interpret the archaeological issue. Alternatively, students will provide an in-depth overview of a specific methodological approach, such as "Lithic Use-Wear Analysis", "GIS in Archaeology", or "Site Formation Processes". I recommend that students select a topic that meshes well with M.A. thesis or Ph.D. dissertation research. Ideally, the final paper will become a significant chapter of the student's thesis or dissertation. Each student will submit a draft paper (November 8; 25 points) and a final paper (December 6; 100 points). The total points available in the class are 300, with grading based on a standard percentage of 100.

Required Books & Readings

- 1) Handbook of Archaeological Theories (HAT), R. Alexander Bentley et al. (eds.) (2009). \$60
- 2) The Creation of Inequality, by Kent Flannery and Joyce Marcus (2012). \$42.65 (hard); kindle edition: \$28 (amazon)
- 3) Collaborating at the Trowel's Edge: Indigenous Archaeology, Stephen Silliman (ed.) (2008) \$35
- 4) MOODLE readings: articles will be posted from major archaeology journals

WEEKLY SYLLABUS & SCHEDULE

Week 1: August 30

Topics: Class Overview—Hour 1: MacDonald Lecture/Discussion of Archaeology Theory, Method, and Interpretation

Theories: Hours 2-3: Culture History & Processualism (Leaders: Group 1)

Readings: HAT: Chapter 2 (Culture History) and Chapter 3 (Processualism); Moodle: Binford *Archaeology as Anthro.*

Week 2: September 6

NO CLASS THIS WEEK (MacDonald Fieldwork in Yellowstone)

Week 3: September 13

Theories: Behavioral and Evolutionary Archaeologies (Leaders: Group 2)

Readings: HAT: Chapter 8 (Evolutionary Archaeology); Review Chapter 3; Moodle: Schiffer & O'Brien articles

Week 4: September 20

NO CLASS THIS WEEK (MacDonald Fieldwork in Yellowstone)

Week 5: September 27

Theories: Post-Processualism (Group 3) and Processual-Plus archaeology (Group 4)

Group 3 Readings (HAT): Chapter 6 (Marxism); Chapter 7 (Agency); Chapter 9 (Post-Processualism)

Group 4 Readings (Moodle): Hegmon "Egos"; Hegmon&Moss comments; Van Pools "Scientific Post-Processualism"

Week 6: October 4

Methods: Ethnoarchaeology and Bioarchaeology (Leaders: Group 1)

Moodle articles: Roux "Ethnoarchaeology"; Binford "Willow Smoke"; Bonnicksen "Faunal"; Knudson "bioarchaeology"

Week 7: October 11

Methods: Lithic and Ceramic Analysis (Leaders: Group 2)

Readings: Moodle articles: Nelson "technological organization"; Yerkes & Kardulias "Lithics"; Tite "Pottery"; Kelly "Three Sides of a Biface"

Week 8: October 18

Methods: Paleoenvironmental Analysis and Geoarchaeology (Leaders: Group 3)

Readings: Moodle: Dincauze "Paleoenvironment"; Neff "Maya"; Robertson "cypress hills"; Waters & Kuehn "Geoarchaeology"; Finley "Bighorn Geoarchaeology"; Reeves "Altithermal";

Week 9: October 25

Research Problems: Hunter-Gatherer Archaeology (Leaders: Group 4)

Readings: HAT (Chapter 26); Arnold "complex hunter-gatherers"; Kelly "Hunter-Gatherer Mobility"; Waguespack "Early Paleoindian Gender"

Week 10: November 1

Research Problems: Rise of Complexity, Part 1 (Leaders: Group 1)

Readings: *Creation of Inequality* book, 1st half

Week 11: November 8

DRAFT PAPERS/OUTLINES ARE DUE TODAY (25 points)

Research Problems: Rise of Complexity, Part 2 (Leaders: Group 2)

Readings: *Creation of Inequality* book, 2nd half

Week 13: November 15

Indigenous Archaeology, Part 1 (Leaders: Group 3)

Readings: HAT: Chapter XX; Collaborating book, 1st half

Week 14: November 22

Indigenous Archaeology, Part 2 (Leaders: Group 4)

Readings: Moodle: Collaborating book, 2nd half

Week 15: November 29

Thanksgiving: No Class

Week 16: December 6

Topics: Student Papers (20 minute symposium-like presentations by students); will finish on Dec. 13th if necessary.

<i>December 6: Final Papers are due on Moodle the last day in class (do not email papers)</i>
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